



ASSIGNMENT BOOKLET 3B

Grade One Thematic
Module 3B: Days 10–18

Home Instructor's Comments and Questions

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and module.

Teacher's Comments

Teacher's Signature

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade One

Thematic Module 3B



Assignment Booklet 3B



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This product is the result of a joint venture with the following contributors:



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Grade One Thematic
Module 3B: Day Sky, Night Sky
Assignment Booklet 3B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Grade One Thematic Assignment Booklet 3B

Learning tasks

Nine thematic modules and the accompanying Assignment Booklets have been designed to involve your student in learning tasks that are personally relevant, open-ended, and challenging.

Reporting Student Progress

A range of assessment tools (for example, activity samples, journal entries, audiocassettes, self-evaluation, and learning logs) will help you gather information on your student's ability to understand and apply curriculum skills and concepts. Through written comments and conversations, the teacher will provide an evaluation of your student as a developing learner. In addition, a subject letter grade will relate your student's performance to curriculum standards.

Have the student work carefully. If your student is having difficulty, reread the appropriate teaching information and then have the child review the activity.

Directions for Home Instructor and Student

Directions in this Assignment Booklet are generally written for you to read with the student. For certain assignments, home instructor directions are also required. Text for **you** is in one type style. Text for **you and the student** is in a different type style and is indented. See the example that follows.

Text for you and the student
will appear like this.

Text for you
will appear like this.

Grade One Thematic

Assignment Booklet 1A

Day 6: Choice 1

Printing Tt

Trace over the first dotted T or t in each line. Then complete the lines that follow.

Instruct your student to use the arrows and numbers as guidelines for direction and sequence.

upstairs
main floor
basement

2 →

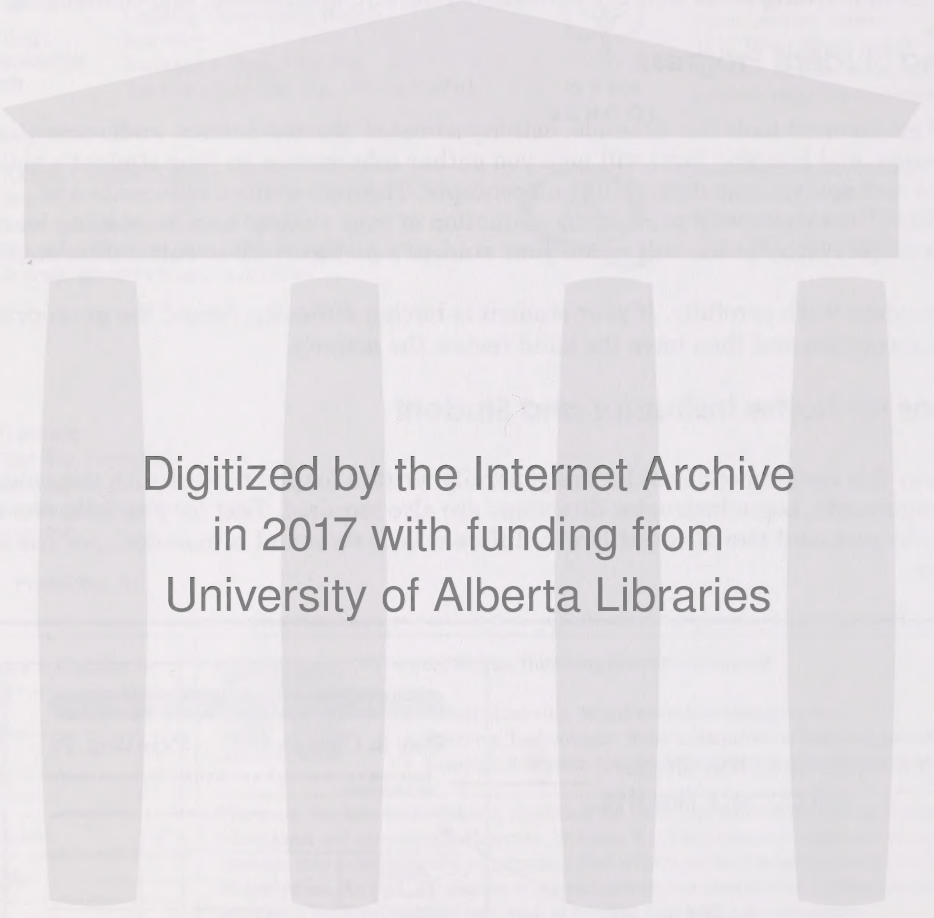
↓

upstairs
main floor
basement

2 →

↓

16



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Day 10

Learning Log

Home Instructor's Comments

What have you observed about your student's developing reading skills?

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is learning to blend letters into words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • applies new phonics skills when reading |
| | | • can read <i>My Weather Diary</i> (choose one) |
| | | – from memory |
| | | – with some help |
| | | – independently (reading all words) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understood the story the first time through |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understood the story better after discussion |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys keeping words in the Word Bank |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys Silent Reading and uses the time allotted |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens to stories with enthusiasm |

Please list methods from the Learning to Read chart that indicate your student's preferred way of figuring out unfamiliar words. Add any information that would help the teacher understand the student's developing reading skills.

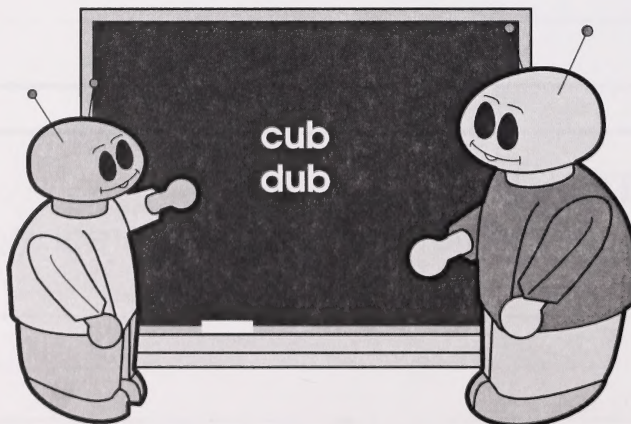
Student's Thoughts

Tell the teacher something about your reading.

Day 11

My "Short U" Word Family


Choose a "short u" word family that has at least four members.
Print the words on the lines.



Day 12**Printing On and Off**

Print a statement to answer the question "What goes on and off?"

Print several words from the ock family on the lines below.



Day 12

Prediction

Step 1: Choice

Check the project you have chosen together.

- ☐ **Project Choice 1: Where Is Air?**
- ☐ **Project Choice 2: Moving Air**
- ☐ **Project Choice 3: Can Air Lift Things?**

Step 2: Hypothesis (Prediction)

On the lines below, have your student record the answer to the first **prediction question**. (See the home instructor's script near the beginning of each experiment in the Student Module Booklet.)

Step 3: Checking Hypothesis

Explain what happened in the chosen experiment.

Ask the student if the prediction was correct.

Yes

No

Explain to the student that in an experiment, it is acceptable to be wrong in your hypothesis. The purpose of an experiment is to test your prediction.

Day 12

Learning Log

Home Instructor's Comments

What have you observed about your student's developing knowledge, skills, and attitudes in regard to scientific matters?

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • discusses what is known about air |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys talking to explore a new idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • expresses an opinion based on present knowledge |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands procedures for experiments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows when a problem has occurred |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • will consider more than one way to solve a problem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands that a prediction is a thoughtful "guess" |

Comment on your student's ability to make predictions as required throughout the day. Add any other comments regarding science.

Student's Thoughts

Tell the teacher one thing about your science experiments.

Day 14

Capital Letters

1. Print the capital letters of the alphabet below.

This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.

Please indicate your student's level of independence in printing the alphabet. The student was able to print the alphabet

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • independently (i.e., no help, no copying) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • by copying |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • with assistance |

Day 14

Planning and Recording Sheet

Part A: Read the sentence starters and fill in the blanks as your student dictates his or her plans.

I am making a

The main parts are

I will use these materials for the parts:

I will join the parts by

Day 14

Planning and Recording Sheet

Part B: After completing the model, discuss the following questions and note the student's responses.

Did your plan work?

Did you have to change your plan?

What problems did you have?

How did you solve your problem(s)?

Day 15

Lower-Case Letters

1. Print the lower-case letters of the alphabet below.

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines spaced evenly down the page. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment.

Indicate your student's level of independence in printing the alphabet. The student was able to print the alphabet

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • independently (i.e., no help, no copying) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • by copying |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • with assistance |

Day 16

Spelling Test

Spell the Module 3 words as they are read to you.

1. _____

2. _____

3. _____

4. _____

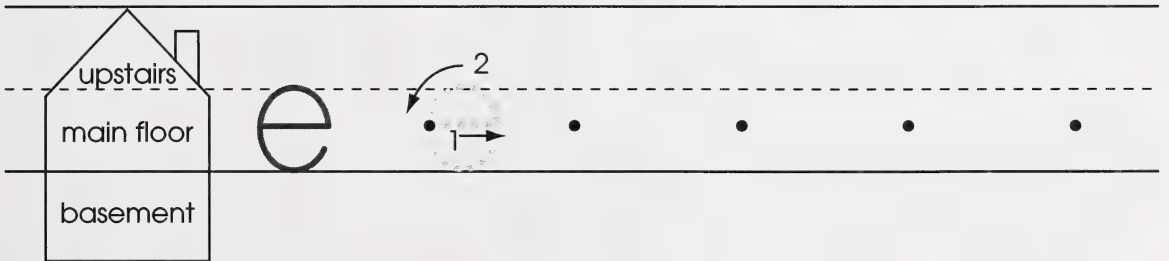
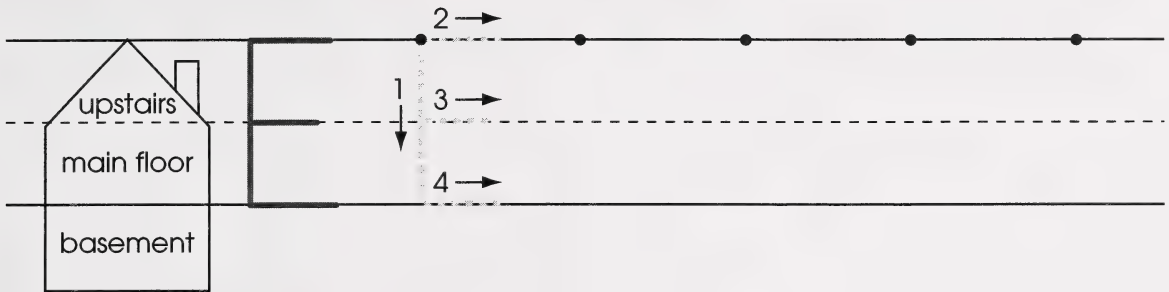
5. _____

6. _____

Day 16

Printing Ee


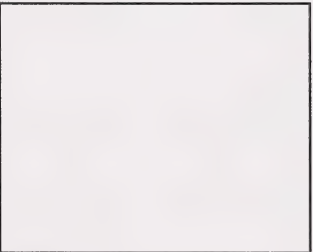
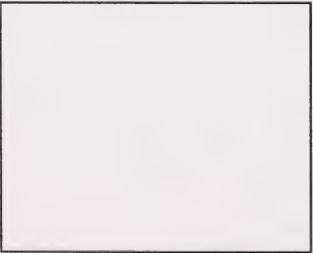
1. Trace over the dotted letters and then complete each line.



Day 16

Planet Notes

In each box on the left, draw a picture of the planet you have chosen. Below it, print its name. Write three facts about each planet on the lines beside it. Print only two or three key words per line, not a sentence.

 _____	_____ _____ _____
 _____	_____ _____ _____
 _____	_____ _____ _____

Day 16

Learning Log

Home Instructor's Comments

What have you observed about your student's development in listening? Please check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can listen for and remember a fact |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can tell about a detail in his or her own words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • follows oral directions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys listening to a variety of literature |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • listens for longer periods of time |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • looks at the speaker |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks for clarification when something is not understood |

Use this space for any other comments regarding your student's listening or any other aspect of the student's learning.

Student's Thoughts

My favourite thing to listen to is . . .

Day 17 Word Recognition Test

Use the cards from the New Word Box and the personal word bank to test immediate word recognition. Check the words the student can read by sight.

☐ they☐ many☐ then☐ but☐ we☐ were☐ their☐ up☐ your☐ out☐ said☐ will☐ now☐ about☐ each☐ them☐ all☐ these☐ any

If your student has chosen theme or special-interest words, write them here. Check the ones that are easily recognized.

☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____☐ _____

Day 18

Learning Log

Home Instructor's Comments

What have you observed about your student's general development and learning in this module? Complete the following checklist. Additional comments are important to the teacher, so space is provided for them.

Check **yes** or **not yet**.

Calendar

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • knows the days of the week |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is observant of the weather |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is developing an awareness of time and season |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can print the date on the calendar |
-
-
-

Writing

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • enjoys writing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • sounds out words when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • refers to charts and the <i>Collections Writing Dictionary</i> as needed |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • correctly spells words studied |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a capital letter at the beginning of a sentence or person's name |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses end punctuation (period, question mark, and exclamation mark) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • shows interest in research projects |
-
-
-

Printing and Phonics

- | | | |
|------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • does phonics pages independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints neatly using lines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • forms most letters correctly |
-
-

Reading

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • applies phonics skills to read unfamiliar words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses picture cues |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • considers the meaning of the text |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • maintains many words in the word bank |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • reads simple stories independently |
-
-

Science (Environmental Issues)

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • discusses air pollution |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • helps to keep own space clean and tidy |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • understands impact of personal actions on the immediate environment (living space, play space, outdoors) |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • believes that he or she can help clean up the environment |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is aware of pollution as a problem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • considers solutions to the problem of pollution |

Student's Thoughts

Grade One Thematic Assignment Booklet 3B Module 3B: Day Sky, Night Sky Student Folder Items

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 10–18

- ☐ Thematic Assignment Booklet 3B (Check that all assignments have been completed, including Learning Logs.)

Day 10

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 111 to 113 (page 114 optional)
- ☐ audiocassette or videocassette of student reading "My Weather Diary"
- ☐ Journal Writing
- ☐ Flying Machine collage or comments about Fly Away project in Learning Log

Day 11

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 115 to 117
- ☐ Writer's Workshop (balloon trip adventure)

Day 12

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 121 to 123 (page 124 optional)

Day 13

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 125 to 128
- ☐ Writer's Workshop (Use It and Use It Again chart)

Day 14

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 129 and 130
- ☐ Writer's Workshop (accordion booklet)

Day 15

- ☐ *Level A: Modern Curriculum Press Phonics*, page 131
– audiocassette of student reading the mini-book “Who Is the Pond?”
- ☐ Writer’s Workshop (writing about a wish)
- ☐ Project Time art (etching)

Day 16

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 135 to 137 (page 138 optional)
- ☐ alternative writing activity (optional)

Day 17

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 139 to 142
- ☐ Writer’s Workshop (planet report)

Day 18

- ☐ *Level A: Modern Curriculum Press Phonics*, pages 143 to 145
- ☐ Journal Writing